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Fall 2009

# Connections: Fall 2009

College of Education and Professional Studies

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# connections

a publication of the  
**College of Education and Professional Studies at**  
**Eastern Illinois University**



fall 2009

## hello.

There are a lot of great things happening in the College of Education and Professional Studies at Eastern Illinois University. Take some time to read about how we're growing and making a difference in the lives of young people across Illinois and beyond.



Left to right: Jill Owen, Morrie Reece and Dean Jackman

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# Morrie Reece Receives Honorary Doctorate

During Eastern Illinois University's Spring 2009 Commencement, Mr. Morrie Reece ('72; physical education) received an honorary doctorate – an honor bestowed upon a very small number of individuals each year. In order to be considered for this honor, an individual must have achieved a record of major distinction at the state or national level and/or made significant contributions to EIU. Mr. Reece is a most deserving recipient.

Currently, as a senior education development executive with Apple Inc., Mr. Reece travels around the world making presentations to both K-12 and higher education audiences. He talks about how to incorporate new technologies into teaching and about the impact that new technologies will have on education. Apple Inc. has recognized his achievements with numerous Golden Apple awards for outstanding performance in the training and education of teaching professionals.

Reece said, "The greatest satisfaction I've gotten from my 27 years with Apple is the knowledge that I may have had a small part in shaping the life of a student who might find the cure for cancer or become the next Beethoven or become the president of the United States. I get to touch the lives of thousands of teachers and professors as they each help shape the lives of thousands of students. We can't always build the future for our children, but we can prepare our children for their future, and I get to be a part of that. My professors at Eastern were my role models for what an educator should be. My adviser, Dr. Tom Woodall, was the person most directly responsible for my decision to continue my education at graduate school. That decision changed my life forever and led me into my 33-year career in computer-based education."

## The Bod Pod

A new piece of teaching and research equipment arrived in Eastern's Department of Kinesiology and Sports Studies (KSS) late last summer: the Whole Body Plethysmograph, more commonly called the Bod Pod because of its pod-like shape. The Bod Pod uses air displacement plethysmography to determine volume. When a test subject is inside the Bod Pod chamber, body composition can be measured using air displacement rather than water displacement. Even though EIU has other body composition instruments, the Bod Pod calculates a body's density and estimates the percent of body fat as well. This new technology shows great promise and can easily accommodate individuals who cannot tolerate underwater weighing. The Bod Pod is located in the Human Performance Laboratory in Lantz Arena.

According to Dr. Brian Pritschet, the Bod Pod is a valuable measurement tool for research on health and body composition generally, and specifically for issues including obesity and diabetes. Several graduate students are currently using the Bod Pod in their research studies for their master's degrees. There are also several faculty members who are planning research projects or who are in the middle of research projects with the Bod Pod.

KSS was especially excited to have an alumnus, Steve Hennessey ('95; physical education) install the Bod Pod at EIU. As a national sales manager for Life Measurement Inc. (sole manufacturer of the Bod Pod), he does not usually perform installations, but made this special exception for his alma mater.



college of education and professional studies

... the Bod Pod is a valuable measurement tool for research on health and body composition generally, and specifically for issues including obesity and diabetes. Several graduate students are currently using the Bod Pod in their research studies for their master's degrees.





## Team HST

In April 2009, three EIU students from the Department of Health Studies – Jenna Manigold, Angelina Montleon and Breanne Stillwell – took first place at the American Association for Health Education Undergraduate Case Study Competition. Teams of three undergraduate students from across the United States participated in this competition. EIU's Team HST has participated each year since the competition began in 2006 and was elated to come out on top this year!

**“One judge indicated that there was little question as to which team ‘rose to the top.’  
We are thrilled and proud of our students.” - Dr. Julie Dietz**

The actual competition begins well before the students arrive at the convention. A scenario is provided to each team 14 days prior to the competition. Each team has to develop an intervention plan to alleviate the issue/problem. Then at the actual competition, each team gives a 12 minute presentation explaining the strategies outlined in their intervention plan. The goal of the competition is to encourage participants to share intervention strategies, learn more about ways to initiate programs, and expand their skills in educating others, making sustainable local partnerships, collaborating with community health professionals, and submitting applications for grant funding.

This year's competition focused on fall-related injuries in Wisconsin. EIU's 2009 Team HST was mentored by Drs. Julie Dietz, Kathleen Phillips and Shelia Simons. According to Dr. Dietz, “One judge indicated that there was little question as to which team ‘rose to the top.’ We are thrilled and proud of our students.”



left to right:  
Angelina Montleon  
Breanne Stillwell  
Jenna Manigold

## Reaching Out to Improve Learning

At school, students are not the only ones learning. Throughout central Illinois, teachers and administrators are working together to improve their schools using a process known as Professional Learning Communities (PLC).

PLCs are a way for teachers, principals and superintendents to come together in an effort to discover the best approach in helping students succeed in the classroom. To improve student learning, teachers and administrators work together to focus on the fundamental questions that serve as the foundation of Professional Learning Communities:

- 1) What do we want all students to learn?
- 2) How will we know if they learned it?
- 3) How will we respond if they don't learn?
- 4) How will we respond when students have learned it?

To support this work, the Department of Educational Leadership at EIU offers a variety of professional development opportunities for administrators and teachers. In Spring 2009, a multi-day PLC Coaching Academy was offered to principals and superintendents using a train-the-trainers model. Participating schools sent teams to be trained on how to implement a PLC in their community.

This coming year, Dr. Linda Morford will conduct a pilot project to expand the PLC concept to reach educators via the internet in order to help rural schools who may be unable to implement this concept on their own because of their smaller size. In this model, teachers and administrators can share ideas and plan collaboratively between schools, not just within them. Stay tuned for more progress as the new school year unfolds!

In Spring 2009, a multi-day PLC Coaching Academy was offered to principals and superintendents using a train-the-trainers model. Participating schools sent teams to be trained on how to implement a PLC in their community.





## Third-Graders and Relaxation Techniques

Standardized testing in schools is a high stress time for teachers and students alike as they try to meet or exceed Illinois standards. Each spring during the week the ISAT is given, many students wish they had the coping skills necessary to handle the anxiety that goes along with taking a high-stakes test.

It was this anxious atmosphere that gave Dr. Heidi Larson (Eastern's Department of Counseling and Student Development) the inspiration for a study. She wanted to see if teaching relaxation techniques used to alleviate stress during testing times could also help students alleviate stress and possibly improve test scores.

Dr. Larson, along with four graduate students (Amanda Ghibellini, Colleen Johnson, Travis Meyers and Lincoln Estes), conducted a pilot study in Spring 2008 that focused on test anxiety and elementary students. Third-graders from one local elementary school were given a pre-test to measure their test anxiety and then were divided into two groups. Researchers met with one group two times per week for five weeks and taught them guided relaxation techniques and deep breathing techniques. The second group did not learn any relaxation techniques. At the end of five weeks, all of the third-graders took a post-test to measure their test anxiety. Dr. Larson and her graduate students found that there was a significant decrease in test anxiety levels for the third-graders who learned the relaxation techniques. In Spring 2009, the study was repeated with third-graders from another local elementary school. Once again, they found that learning the relaxation techniques reduced the test anxiety of third-graders.

Dr. Larson and her graduate students presented their test anxiety research results at the American Counseling Association conference in North Carolina this past March. But more important to those third-graders and their teachers are the skills they have learned to use to cope with the stress that accompanies standardized tests – skills that students can and will use for the rest of their lives.

Testing anxiety  
levels in  
third-graders.



## EIU's Teacherspace

With the popularity of Facebook, Myspace and Twitter, it is no wonder that professionals in the education field are embracing interactive Web sites to keep connected and up-to-date. Launched on a pilot basis in January, EIU's Teacherspace is an online support system for alumni and student teachers designed to help maintain connections and provide professional support. Members of EIU's Teacherspace are given the opportunity to ask questions, share ideas and express concerns regarding a variety of topics related to education. Recent EIU graduates and education alumni are encouraged to join; the site currently has about 80 members.

Members have access to five different areas on the site:

- a discussion blog to share thoughts and interests regarding the education field;
- an alumni network page to share contact information and current place of employment;
- the Education Sharing Center to disseminate information and ideas on teaching;
- access to Elluminate video-conferencing, which is used to view live interviews or video podcasts of experts in the field; and
- the Faculty Connection Point, a way for students to gain information and guidance from volunteer EIU faculty who have agreed to mentor alumni and current students via e-mail.

EIU's Teacherspace is still in its infancy stage, so in order to maintain and improve it, two current teachers, who are also alumni, are monitoring the site and suggesting enhancements. They also act as mentors and identify topics to spark electronic discussions.

Dr. Teresa Freking, EIU's Teacherspace creator, hopes to expand the site and link it directly to the College of Education and Professional Studies' homepage. This would allow educators to more easily share ideas with others. "Teaching is one of the most difficult professions to master in the first several years," she says. "EIU teacher education alumni are some of the best and brightest educators in this state. We wanted to use current interactive technology to bring this wealth of experience and expertise to benefit the newest EIU teachers entering the field."

You can apply to join EIU's Teacherspace by going to **[eiuteacherspace.pbwiki.com](http://eiuteacherspace.pbwiki.com)**.



"EIU teacher education alumni are some of the best and brightest educators in this state. We wanted to use current interactive technology to bring this wealth of expertise to benefit the newest EIU teachers entering the field."

- Dr. Teresa Freking



## From Learning to Action

Many graduate students become nervous when thinking about starting a graduate research project. However, when given the skills and a step-by-step approach, elementary education graduate students are finding out that research is a lot more interesting and rewarding than they first expected. Faculty members in Eastern's Department of Early Childhood, Elementary and Middle Level Education recently aligned three research courses in the master's degree program so that students have a better understanding of research and its outcomes.

The students are learning about and using action research, a systematic and thoughtful analysis about teaching and students. This type of research often begins with a classroom teacher's "I wonder" statement, which then leads to an inquiry question which is why research courses in the master's program can be vital to a teacher's success. Teachers often base their inquiry questions on intuitive expectations that they have for their students, and with the sequence of research, teachers have a chance to learn the skills and procedures of turning an inquiry question into a process of creating an effective strategy for higher learning and growth among students.

**"The whole research process is new to the students. Their professional growth from the first research class to the third one is almost always beyond their expectations." - Dr. Carrie Dale**

In the first course, participants are introduced to the world of research and they choose the topic area for their research project. In the second course, students learn to analyze current curriculum, instruction and strategies in education by applying knowledge gained from research on social studies education. Finally, in the third course, students apply their knowledge in a self-designed action research project. Dr. Carrie Dale comments, "The whole research process is new to the students. Their professional growth from the first research class to the third one is almost always beyond their expectations."



## Working Together as a Team

Real-world modeling in a classroom is an innovative way for education students to learn experientially about the concept of middle level school teaming. In the middle school, teaming consists of groups or families of students and teachers where three to five teachers work with the same students all year. All of the teachers for one team come together during one period of the day to plan their curriculum, meet with students and meet with parents. This is a time for teachers to work together to find the best approaches for teaching individual students.

In Spring 2008, the concept of middle level teaming was applied in EIU classrooms. Linda Loy and Tim Croy implemented this model in the *Interdisciplinary Curriculum in the Middle Level School* and the *Social and Emotional Development in Middle Level Curriculum* classes. Ms. Loy and Mr. Croy worked together to plan the learning experiences for both classes and coordinate class activities, projects, assignments and tests. Both faculty are involved in each other's classrooms and work together to ensure that each of their teacher candidates are working to his/her potential -- just like a team of middle school teachers! This interdisciplinary approach in the college classroom gives teacher candidates the opportunity to experience teaming from a student perspective. Then, on the first class day, teacher candidates are divided into teams. These teams will work together for the entire semester, performing all of the functions and activities that teachers in the real world perform.

Teaming in the college classroom is a chance for teacher candidates to experience the reality of working together in the real world and learning team-building skills, as well as observing and experiencing teaming benefits and drawbacks. After this experience, many teacher candidates decide that they want to work in a school that implements the teaming approach. Eddie Lewis, a former student, commented on the experience: "They both allowed us to have the experience of what it would be like to collaborate on a team of other teachers, to solve different issues for the success of our students."

Real-world modeling has worked so well that Ms. Loy and Mr. Croy will continue using the approach in their EIU classes next year.





# Showcase EIU

Showcase EIU, held for the first time this spring, provided undergraduate students the opportunity to demonstrate their research, service, scholarship and creative activities. Nearly 200 students and more than 100 faculty worked together on the projects and presentations displayed at this event.



Whitney Lawger and  
Shauna Osmolak, El Ed

Abigail Cross, Rec Admin



Katie Ditanis, Special Ed



Katie Kreher and  
Cassy Logue, El Ed



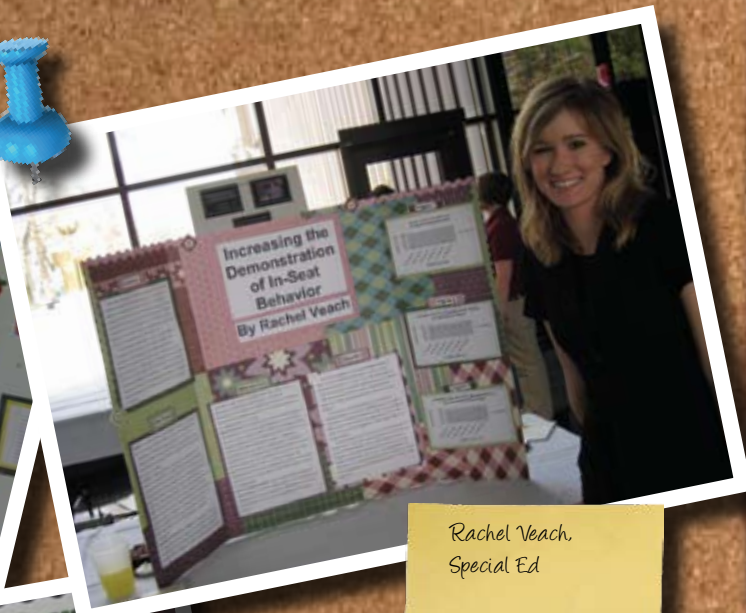
Amanda Morong,  
Kinesiology and  
Sports Studies





Josie Wallace,  
Special Ed ↗

Amy Gonzalez,  
Special Ed ↘



Rachel Veach,  
Special Ed



Catherine Welch,  
Early Childhood Ed ↗

Nicole Dallas,  
Early Childhood Ed ↗



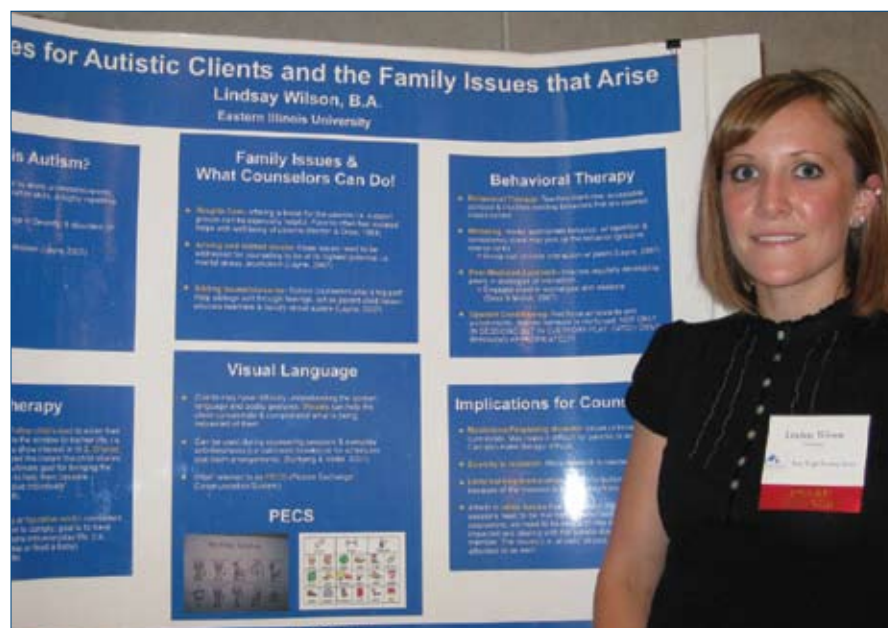
Meaghan Clavey,  
Kinesiology and  
Sports Studies ↖





# 2009 Graduate Student Exposition

The Graduate School Exposition showcases the scholarly activities of EIU graduate students. Dean Robert Augustine said, "The CEPS graduate student projects presented new ways to help students learn, new solutions to challenges in our schools, and new approaches to counseling or college student programming."



## Linking the Classroom to the Profession

Undergraduate students in the recreation administration program are learning the importance of research in their future careers and working collaboratively and individually on research projects. These students enroll in the *Research and Evaluation in Leisure Studies* class, where they are required to conduct a research study under the mentorship of faculty and then present the results of their work at the department's annual research fair.

Because of the quality of the work that was completed, the faculty decided to have the students submit their projects for presentation at the annual Illinois Parks and Recreation Association Conference in Chicago. Only six graduate and undergraduate students from programs across Illinois are selected to present at this conference. Three EIU students

**“I’ve learned so much through this process about how to present my research and how much I can learn from other professionals in my field.” - Lydia Pond '09 (Recreation Administration)**

Patrick Healy’s poster presentation was a comprehensive evaluation of EIU’s second annual disc golf tournament. Lydia Pond and Steve Fox assessed the Decatur Indoor Sports Center facility. All of the presentations included a poster display and discussions with professionals in their field. In addition, our students were able to network with other professionals, gain internship and job opportunities, and learn outside the classroom. Pond said of her experience, “I’ve learned so much through this process about how to present my research and how much I can learn from other professionals in my field.”

Dr. Michael Mulvaney commented on the opportunity this provided to his students. “These experiential learning opportunities provided Patrick, Lydia and Steve hands-on activities that further connected the material discussed in the classroom to the professional field. To be accepted and asked to present their projects at the Illinois Parks and Recreation Association’s Annual Conference is a direct reflection of the quality of the students’ work.”



Lydia Pond

Patrick Healy



## Learning about Assessment

More P-12 students are being tested and evaluated, which results in changes in instruction and improved student learning... last year more than 1,500 P-12 students were evaluated and assessed by EIU teacher candidates.

Assessment skills are a vital component of an educator's job. Special education teachers use many different standardized assessments to determine the achievement level of individuals with exceptional learning needs. It was important to Rebecca Fogarty, who works with our teacher candidates, to incorporate new and better ways to help teacher candidates understand and learn to use these tools.

For the past two years, local area schools have allowed EIU students enrolled in *Diagnosis and Assessment of Learners with Exceptional Learning Needs* to gain hands-on experience with educational assessment. Teacher candidates are permitted to assess both general education and special education P-12 students, ensuring they get practical experience with all types of learners.

Teacher candidates use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to assess students in general education classrooms and a variety of assessments including the Woodcock Johnson Test of Achievements, the Keymath3, the Oral and Written Language Scales, and the Standardized Reading Inventory Second Edition to assess the special education students. After administering these standardized tests, teacher candidates were able to talk with practicing teachers about the results and discover what changes in instruction would be made to help students learn. Ms. Fogarty knows that at the end of this experience, teacher candidates have an 'aha' moment and realize the importance of assessment in the teaching and learning process.

While our teacher candidates are enhancing their college experience by learning through practical experience, local schools benefit as well. More P-12 students are being tested and evaluated, which results in changes in instruction and improved student learning. In fact, last year more than 1,500 P-12 students were evaluated and assessed by EIU teacher candidates. This fall, teacher candidates in this class will continue to work with the local area schools and will also start working with the Cumberland County schools.





## A Different Path

What if you found yourself working for a few years or more after college and then realizing that you've always wanted to be a teacher instead? How do you change careers? Is it even possible?

Since 2003, EIU's Alternative Route to Teacher Certification has been helping people in this situation gain their teaching certificates and allowing them to bring their knowledge of the real world into the classroom.

To be admitted to this cohort program, candidates must meet several requirements:

- hold a bachelor's degree with a major or minor in math, foreign languages, technology education, science, business education or family and consumer sciences education;
- pass the Basic Skills Test and Content Test;
- have been employed in the field of his/her intended teaching area for five years; and
- be sponsored by an Illinois school district where they will be a paid intern during the next year.

This program begins with a Web-based course during the spring semester, followed by a series of summer classes held on the EIU campus. According to Dr. James Kestner, coordinator of the program, having such intense courses in such a short period of time and having classmates living in such close quarters builds an extremely strong cohort. When they have finished the eight-week summer program, these non-traditional students leave campus with a special teaching certificate. They spend the next year as paid interns at their respective sponsoring schools where they have incredible support and supervision both on-site and through periodic visits by Dr. Kestner and by EIU's content specialists. Plus, they use WebCT to remain connected to other cohort members.

After this intensive one-year program, these successful career changers become full-fledged teachers with their own classrooms and the same certification as every other teacher, but with something extra -- experience of the world outside the classroom walls. So far, 104 individuals have completed the program and 93 are still teaching in the state of Illinois.

"My third year of teaching has been great. It is still the hardest thing I have ever done, yet the most wonderful job at the same time. I should let you know that just today I was acknowledged as 'Teacher of the Quarter' at my school. Thank you for the opportunity for me to do what I get to do now." Debbie Nash, Colonial Forge High School, Stafford, Virginia.



college of education and professional studies

EIU's Alternate Route to Teacher  
Certification class of 2008



## Department Awards

In Fall 2008, the annual Provost's Award for Achievement in Academic Assessment was presented to three EIU departments for excellence in assessment planning and practice. The top two awards were given to the Department of Special Education and the Department of Counseling and Student Development, both within the College of Education and Professional Studies. Congratulations!



John Dively

## New Department Chairs

**Dr. John Dively** was appointed chair of the Department of Educational Leadership on July 1, 2009. He has held a variety of administrative positions related to educational administration during his career. At EIU, he has focused his teaching and research efforts in the area of school law.

**Dr. James Kestner** was appointed interim chair of the Department of Student Teaching on July 1, 2009. As the Coordinator for the Alternative Route to Teacher Certification Program, he brings a wealth of administrative experience and K-12 connections to this new appointment.



James Kestner

## Department Name Change

The Department of Educational Administration changed its name to the Department of Educational Leadership in Fall 2008. The new name is consistent with changes in the field and better represents the graduate programs.

## First Choice Status for CSA

The College Student Affairs (CSA) program in the Department of Counseling and Student Development was identified as an EIU First Choice graduate program in 2008. To become identified as a First Choice graduate program, sustained achievements in five areas must be documented. These areas include strengthening the quality, diversity and internationalization of the student body; fostering advanced scholarship; expanding the curriculum; conducting research/creative activity; and developing opportunities for the discovery and application of knowledge. Receiving the distinction of becoming a First Choice program has enhanced the reputation of the CSA program across the country.

## Faculty Retirement...

Thanks for all your time and dedication to EIU

**Teresa Bennett,**

Early Childhood, Elementary and Middle-Level Education

7 years



David Carey

## Alumni Receive Awards

David Carey ('73, '80; elementary education), retired principal at Carl Sandberg Elementary School in Charleston, received one of the 2009 Outstanding Graduate Alumni Awards from the EIU Graduate School. Graduate Alumni Awards are given out each year to honor those alumni who have distinguished Eastern Illinois University and themselves in their respective fields.

Carey and his staff worked closely with EIU to provide pre-service teachers with increased opportunities for classroom contact which provided teachers and students with additional support. He was instrumental in establishing and supporting the "School-based Cohort Immersion Program," which matched strong teaching candidates with master teacher mentors in his school.



Joe Fatheree

**Joe Fatheree** ('89, history; and '05, educational administration) is the first teacher from Illinois to receive the NEA Foundation's Member Benefits Award for Teaching Excellence, which included a cash prize of \$25,000. In addition, Fatheree was one of five winners of the 2009 Horace Mann Award for Teaching Excellence. When asked about the award, Fatheree said, "It highlights everything that is right in education and brings honor to the profession. I hope that my being named can serve as an inspiration to others to help promote service to others above self."

Fatheree is a social science teacher and technology integration specialist at Effingham High School, and is known for a multimedia class, co-taught with Craig Lindvahl, a Teutopolis High School teacher. These two teachers are working on a new film, "Cobb Field." Fatheree is also involved in a project with Alan Sitomer, the California Teacher of the Year and a Disney author.



top row, left to right: John Hasten, Lori Richardson, Mona Davenport and Scott Smith

bottom row, left to right: Misty Rhoads and Ingrid McCallister

not pictured: Janette Van Meter and Chad Burgett

## New CEPS Alumni Board

Spring 2009 brought with it the inaugural meeting of the CEPS Alumni Board. The establishment of this group came about as the College began to initiate efforts to better connect with alumni in Illinois and across the country. Members of the board are **Chad Burgett** ('93, political science; '99, elementary education), **Mona Davenport** ('89, counseling and student development), **John Hasten** ('74, physical education; '03, educational administration), **Ingrid McCallister** ('08, elementary education), **Misty Rhoads** ('04, health studies; '05, family and consumer sciences), **Lori Richardson** ('97, '98, physical education), **Scott Smith** ('88, recreation administration; '93, physical education), and **Janette Van Meter** ('99, elementary education; '04, educational administration).

After adopting bylaws, the board tackled its first major project -- establishing a series of awards to honor and acknowledge the contributions of CEPS alumni. Board members looked at what other colleges around the country are doing and, by Fall 2009, hope to have the awards, processes and procedures ready to announce.

The board's second and ongoing project is to continue reconnecting alumni with the College. Ideas you may see in the future are podcasts on topical areas, CEPS alumni presence on Facebook and/or a CEPS alumni Web page. Stay tuned to see what the CEPS Alumni Board is doing!

## It's All About Students

**Dr. Larry and Mrs. Maureen Ankenbrand** have been a part of EIU's family since 1977. Larry is in his 33rd year of teaching in the Department of Kinesiology and Sports Studies and loving every minute of it. He returned to EIU after teaching at Illinois State University and Chicago State University, and went on to chair the Department of Physical Education; later, he became the associate dean in the former College of Health, Physical Education and Recreation. Larry has a passion for life and his ultimate goal for returning to EIU was to help students succeed and reach their maximum potential. He said, "I want to help them find their 'spark'."

In 2007, Larry and Maureen established the Larry J. Ankenbrand Physical Education Scholarship to help make it possible for students in the Department of Kinesiology and Sports Studies to achieve their academic goals. They knew that financial concerns could keep students from focusing on their studies and cause them to either not finish school or graduate with a crushing debt load. With their scholarship, the Ankenbrands hope that any student who is serious about becoming a physical education teacher and changing the lives of their students, will have the opportunity to become a teacher.

By establishing the scholarship now, Larry and Maureen are able to meet their scholarship recipients, make life-long connections, and see first hand the difference their scholarship makes. This philanthropic spirit to help EIU students achieve their dreams is an outgrowth of Larry and Maureen's zest for life. We know Larry and Maureen will continue to be an active part of EIU for many years to come.



Maureen and Larry Ankenbrand

## All in the Family

**June Giffin** ('48; business education) has been connected to Eastern Illinois University ever since she arrived on campus as a freshman in 1944. She is a proud alumna, employee, friend and neighbor of EIU. After graduating from EIU, she married Dr. Jim Giffin, an EIU business professor; taught for several years in the Charleston school system; and was a substitute teacher at the Buzzard Lab School.

As June and her husband raised their family, Jim rose through the ranks to become dean of what is known today as the Lumpkin College of Business and Applied Sciences. Her role became that of faculty wife and employee in the Office of Grants and Research. Seeing the need to recognize and help talented business students achieve their academic goals, the couple created the Dean Giffin Award and the Jim and June Giffin Scholarship. With help from Jim's sister, Dorothy, they also established the Elsie and Erson Giffin Scholarship Fund to honor Jim's parents. The importance of giving back was passed on to their children, Jon and Gina, each of whom has established a scholarship at EIU: the Jon and Diana Giffin Geology Scholarship and the Gina Giffin Garcia Scholarship for students entering a health-related field. It is easy to see that philanthropic support of EIU is a family affair for the Giffins!

It was no surprise when June decided to honor her parents by establishing the Balsaar and Ruth Bubeck Education Scholarship to assist teacher education students with their financial burden. "I never had extra money when I was in school. We didn't spend it (money), because we didn't have it," June said.

June is proud of and has greatly enjoyed her association with EIU. When asked why she and her family chose to grow even more connected by donating scholarships, she said simply, "It's been our life. Living within two blocks of the campus has allowed me to watch EIU grow over the years. Helping students with scholarships was just the right thing to do."



June Giffin

# Message from the Dean

I hope that you have enjoyed reading about all of the exciting things that are happening in the College of Education and Professional Studies. As you can see, our students are learning new things, working on research projects, helping others outside the classroom and in the community and winning awards. The excitement and enthusiasm our students generate makes EIU and our College a great place to study and to work!

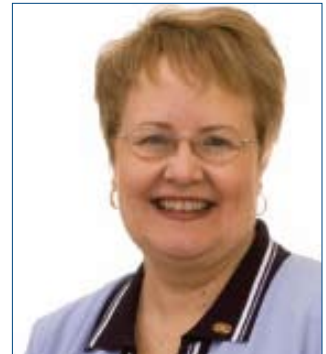
The faculty and staff in the College of Education and Professional Studies are committed to continuing to offer high quality undergraduate and graduate programs that focus on interaction, inquiry, and service. We have been strategic in our undergraduate and graduate programs and have focused our efforts on integrating learning and professionalism. This allows our alumni to really make a difference in the future by helping individuals, young and old, become the best they can.

This being said, public education has been and will continue to face economic challenges in the months and years to come. The financial support from the state decreases each year making it more difficult to achieve our goals. However, with the creativity and ingenuity of our department chairs, faculty and staff we have been able to 'weather the storm.' We have worked together to meet these challenges.

Now more than ever, the College of Education and Professional Studies needs your help and assistance. Alumni financial support of current students and programs is critical; your support allows student dreams to become reality. Your support provides undergraduate and graduate programs with that 'little extra' to ensure these programs remain on the cutting edge. Your support allows EIU students to share their research projects at state and national meetings.

In talking with alumni over the past three years, it is clear that EIU makes a difference and changes lives. EIU is a special place where individuals come to get an education and leave knowing that they have all of the abilities and skills necessary to achieve their dreams and to help others achieve their dreams. We were a part of your past, so please be a part of our future.

Diane H. Jackman, Ph.D.  
Dean



Diane Jackman, Ph.D., Dean

## ☐ Yes, I want to be a part of Eastern's future.

Name(s)	Address		
Phone (Home)	City	State	Zip
Phone (Office)	E-mail		

If your spouse is an Eastern alumna/us, please provide us with his or her full name (and maiden name if applicable) so we may update our records

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